

Utah CCGP - Guidance Activities Action Plan &

Parowan High School, Iron County School

District

Target Group - Whole School - Service Learning

Selection based upon PHS DRSL - Responsible Citizenship



Counselor: Ava Chamberlain SEOP Binder Organization: Marie Adams

Principal: Scott Doubek Registrar: Laura McAneney Advisors: All Teachers

ABSTRACT

Those who haven't served others as youth, tend not to serve others as adults either. At PHS we feel strongly that we should teach the life skill of service to our youth. Many students aren't taught service by their parents, most scholarships call for service hours, and the positive effects of altruistic deeds on the psyche are reasons we have identified a service component in our monthly advisory meetings with all students, 7-12.

Service Log Guidelines were created by the Steering Committee. This year, we didn't require documentation/proof, but relied on students' truthfulness. We really pushed service as a staff and educated students about the benefits of it to self and community. The school's clubs and organizations provided service opportunities for students throughout the year. Students reported their service hours at their monthly SEOP Advisory Meeting by recording it in their SEOP Binders and giving a brief description. The entire school, 7-12, of 400 students documented 11,380 service hours from June 2006 through May 2007. That is an average of 28.45 hours per student.

We believe that student awareness of service opportunities and the need to serve has increased greatly. Students talk about it more and consider it more commonplace. They often ask teachers and administration if they know of any service opportunities around the school. Clubs have found it easier to get students to attend service projects and have shown greater turn out and a more positive attitude. We've had positive feedback from parents and community as well.

Our finding seem to represent positive aspects such as increased awareness of the benefits of service and an altruistic attitude developing in many students. However, some reported hours have been found to be erroneous, exaggerated, or not in compliance with the definition of service set forth by the Guidelines. The Steering Committee has, because of our findings, edited the Service Log Guidelines to make them more clear to students, parents, and advisors (teachers). Counseling has sent home the new guidelines along with a newly created documentation form to help ensure honest accountability of service hours.

Guidance Activities Action Plan (Large Group) – 2006-07

Guidance Lesson Content – Intent

- Service is a life long endeavor that will not only help others, the community, and the world, but will also benefit the giver with a sense of self worth and accomplishment.
- Instilling an altruistic mind-set in youth will help them develop habits of service throughout their lives

Utah CGP Student Outcome or DRSL

PHS School Improvement Plan – Positive Climate, Community Awareness;
PHS DRSLs – Responsible Citizenship, Effective Communication & Collaboration

Curriculum & Materials

- Monthly SEOP Advisory Group meetings
- Service hours are logged in the SEOP Binder for 7th through 12th grade students
- Various service oriented mini lessons are given and/or opportunities suggested or planned in each advisory group
- Presentation of need for documentation of service is done by the counselor to every 9th grader and reinforced 10th – 12th, i.e. Merit Diploma, Sterling Scholar, Scholarships, Service Awards, etc.
- Presentation of need for documentation & developing habits of service is presented to 7th graders in TLC and reinforced in 8th grade
- Quarterly "Counselor's Corner" Newsletter is sent home containing service information
- SEOP conferences include the service component and presentation of documented hours by students to parents

Presented in Which Class or Subject

- Monthly SEOP Advisory Group meetings

Resources/Staff Development Needed

- SEOP Binder System organized with a Facilitator
- Organization in front office with Counselor, Registrar, and SEOP Binder Facilitator for all new students
- Service Log Guidelines – Understood and adhered to by students, parents, and advisors
- Service Hours Documentation Forms – readily available for all students (or alternative documentation guidelines)

Evaluation Methods

- Total number of service hours 7-12
- Breakdown of service hours by class 7-12

- Types of service performed - diversified service in many venues is preferred
- Attitudes and predispositions of students toward service
- Awareness of and belief in the need for service

Start/End Dates

Fall 2006 - Spring 2007

Projected Number of Students Impacted - 400

Guidance Activities Results Report (Large Group) 2006-07

Results Data

All students at Parowan High School have an SEOP Binder and are familiar with their advisor. Monthly SEOP Advisory Group meetings were held in which students logged their service hours. 400 students 7-12 logged in 11,380 hours for 2006-07. This is an average of 28.45 hours per student. See class breakdown:

12 th	grade - 52 hours per student
11 th	grade - 34 hours per student
10 th	grade - 22 hours per student
9 th	grade - 28 hours per student
8 th	grade - 34 hours per student
7 th	grade - 15 hours per student

Advisors reported that some hours were questionable in number or type of service. Some advisors were knowledgeable about the guidelines and had explained them effectively to their students, filtering out unacceptable hours. However, other advisors had allowed anything to be written down and hadn't explained the limitations and guidelines. This automatically taints the data, but gave the Steering Committee goals for next year for proper implementation of the program and training of students, parents, and advisors.

High achieving students were awarded certificates in an Awards Assembly for their service efforts. Awards were based on grade norms and hours were not pre-determined because of lack of data on which to base goals. 9-12 grades received awards for 100 hours or more; 8th grade for 70 or more and 7th for 35 or more.

Perception Data

Students' awareness of service learning has increased as evidenced by personal, parent, and advisor reports. Clubs and organizations are reporting more involvement in service projects. Senior students expressed appreciation for the SEOP Binder Log Sheet and wished the program had been in place when they were in 9th grade. They have helped pass the word to younger students of the importance of logging in hours for scholarships,

Merit Diploma, and Sterling Scholar, etc. Seniors had the highest percentage of service hours per person - which is to be expected.

Implications

The Service Learning program at PHS is benefiting students and helping to change attitudes and awareness of service. The method of logging in hours has been changed, beginning June 2007, requiring signed documentation by an adult supervisor. Advisors need to be better trained as to service guidelines and scrutinizing students' hours. Students and parents need to continue to be informed of the purpose of service, opportunities, and guidelines for documentation. The Service Hours Documentation Forms and Service Log Guidelines will be readily available on new bulleting boards which are in high visibility areas of the school. Counseling needs to define service award amounts and set goals for students in each grade to work toward. This will be accomplished in the next Comprehensive Guidance Steering Committee meeting and based on data from 06-07. However, care will be taken in teaching service learning for the "award" versus the "altruistic" benefit.

Prepared by: Ava Chamberlain, Counselor

Utah CCGP - Closing the Gap Action Plan & Results



Parowan High School, Iron County School

District

Target Group - Students needing to make up F's to meet graduation requirements

Selection based upon Graduation Requirements Needed & School Improvement Plan -

Student Performance

Counselor: Ava Chamberlain Principal: Scott Doubek

ABSTRACT

While reviewing students' grades, I noticed the need for many at-risk students as well as a few others to make-up grades during the regular school day. Many of the students had a period in their schedule that they could use as a Skills class in which they could access Electronic High School. The problem is that Parowan High is a small school with no funding for a facilitator in more than one class period, which our Resource teacher currently holds. However, that specific period won't work for many students. I analyzed our resources and determined that our librarian, computer lab aide, and Levels coaches could possibly facilitate and advise a few students in their areas each period. I developed a log sheet for accountability and attendance tracking. I also had each student read and sign a contract, which was sent home to parents. The principal gave his approval and we began.

Over the course of the year, thirty students enrolled in this Skills program for one to four quarters. The goal was for each student to complete 1 quarter credit from EHS for every quarter at PHS. Student enrollment totaled 75 cumulative quarters, but credits earned were only 21 quarter credits. This is a 28% success rate.

Causes for failure to accomplish the task were identified to be the following: lack of motivation, distractions in the environment, poor behavior, inadequate facilitator buy-in and knowledge of EHS, inadequate facilitator supervision, parent indifference.

Causes for success in earning credit were identified to be the following: student motivation, facilitator buy-in, encouragement, and supervision.

The findings do not surprise me, but frustrate me because with adequate supervision, encouragement, and buy-in by the facilitator, this percentage of success could rise dramatically. Each facilitator scenario was unique; three really bought in to the program, but only two of the three supervised adequately. One facilitator didn't buy in and only one of her assigned students (who was not "at risk") achieved because of her own motivation. I conclude that "at-risk" students need structure, encouragement, consistency, and proper supervision in order to achieve

success - this ideal scenario will only be achieved at PHS when we are able to obtain proper funding and the right personnel to facilitate.

Closing the Gap Action Plan - Small Group - 2006-07

Intended Student Behavior

At-Risk & other students will make up F grades to get back on track for graduation

Transfer students will make up deficient credits needed for graduation

Utah CGP Student Outcome or DRSL

PHS School Improvement Plan - Student Performance; PHS DRSLs - Responsible Citizenship, Effective Communication & Collaboration, Prep for Life-long Learning.

Guidance Activities or Interventions

- Establishment of Skills periods throughout the day to accommodate students' schedules
- Creation of Log Sheet for accountability, attendance, and evaluation purposes - already dated for ease.
- Creation of Course Syllabus/Contract to identify purpose and expectations of class
- Set up of Facilitation Personnel in each area - Library, Computer Lab, Levels.

Resources/Staff Development Needed

- Librarian, Computer Lab Aide, Levels Coaches
- Computer Access
- Training on Electronic High School, i.e. submission of assignments, etc.
- Training on dealing with At-Risk Students, their unique circumstances and special needs

Evaluation Methods

- Daily Log Sheet entries by students - to be handed in tri-quarterly to the counselor
- Daily signature and comments by facilitator
- Number of grades received from Electronic High School compared to quarterly enrollment of students
- Self-Evaluations by students at end of each quarter

Start/End Dates

Fall 2006 - Spring 2007, Quarters 1 - 4.

Projected Number of Students Impacted - 30

Closing the Gap Results Report (Small Group) 2006-07

Results Data

Thirty students enrolled in the Skills periods over the course of the year, for 1 to 4 quarters. The total quarter enrollment was 75 quarters. Total credits earned were 21 quarter credits. This yielded a 28% success rate for quarter credits earned.

Perception Data

During personal interviews with students and in reading their log sheets, students reported that having a facilitator who cared and supervised adequately, was a factor in their success. They truthfully reported their problems with EHS and if instructions had been misunderstood or if the EHS teacher was accessible or not and timely in the grading process. Students also truthfully reported their off-task behaviors and often that they just didn't want to work that day. Some reported their understanding of the effect of off-task behavior on their low achievement and others habitually blamed the facilitator or outside influences on their lack of success.

Implications

At-Risk and other students who have failed classes or transfer with deficient credits need proper supervision and encouragement by caring adults in order to succeed in making up grades. In most cases, they thrive under structured conditions where they know what is expected of them and receive adequate assistance.

Training of personnel who work in this environment is essential. Facilitators must understand and have compassion for the At-Risk student as well as be well trained in technology and on Electronic High School and/or other delivery systems.

Buy-in of facilitators and parents is also essential to the attitude and atmosphere in the Skills class setting. Facilitators who supported the process were more successful in helping their students earn credits. Parents who educated themselves on EHS also lent encouragement to the process, as they were able to follow-up and supervise at home. Other parents were completely indifferent to the program and offered no assistance in their student's behavior or off-task issues.

We will continue the program at PHS, and work to get funding for a location with computers and properly trained personnel. 28% is better than nothing and I consider it a starting point from which to continually improve.

Prepared by: Ava Chamberlain, Counselor

CCGP Guidance Activities Action Plan 2006-2007
Southwest Education Academy
Iron County School District

Southwest Education Academy (SEA) is the alternative high school in Iron County School District. We have approximately 50 – 60 students enrolled in our classes each year. Few of our students go into any sort of college program following graduation. The reasons for this vary but most commonly our students feel there are too many barriers that prevent higher education as a possibility. I believe most of these barriers are not necessarily real. There are many SEA students who are smart enough and capable to attend some type of college program. My goal this year has been to break down some of those imaginary barriers and provide our students with more vision for their future.

This year I required that ALL of SEA students participate in the first session of Bridges Choices curriculum to give the student the opportunity to complete the Interest Inventory with the goal that they will consider more education. I scheduled several sessions with each of the English classes at SEA to meet in the computer lab and complete this session of Choices. I designed my curriculum to ‘fit’ and be of interest to alternative high school students.

I found that SEA students were highly interested in this information. As a result I had several students interested in taking the ACT test as well as desiring to find out more information regarding college. In fact, I changed my CLOSING THE GAP project mid-year to a project targeted at those students. (See Closing the Gap Action Plan for that information).

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: ____Southwest Education Academy District: Iron County School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Jennifer Denhalter	All Juniors and Seniors of SEA.	<ol style="list-style-type: none"> 1. Counselor collected information from Division of Labor website. 2. Additional information was collected from the Utah Career Outlook book. 3. More information collected from Choices. 4. Lastly information was collected from College/University handbooks. 	October 2006 – May 2007	15 - 20	No pre post test was administered. Counselor collected feedback from teachers and students through survey and verbal.	<p>One student participated in an A.P. exam.</p> <p>Several students took the ACT.</p> <p>Several students applied to college.</p> <p>More students than any other year showed interest in attending college.</p>	SEA being an alternative high school as well as a small school has had few graduates pursue college or any training program immediately following graduation. This year, my goal as a counselor, was to increase that number through providing more education for our juniors and seniors regarding options. AS a counselor I have always had the information for those who approached me or for those whom succeeded academically. I changed my approach this year and as a result, found more interest from our students.

Principal’s Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.